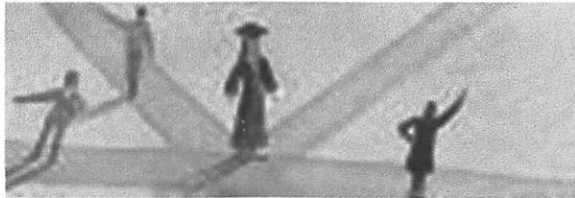


# On the Road to CCR: Writing Paths to Close the Gap



Kentucky State Special Education Cooperative  
Literacy Task Group 2014-15

**Day 1**

Children want to write. They want to write the first day they attend school. This is no accident. Before they went to school they marked up walls, pavements, newspapers, with crayons, chalk, pens, or pencils...anything that makes a mark. ***The child's marks say, "I am."*** (Donald Graves, 2003)



## Minimum Brain Requirements

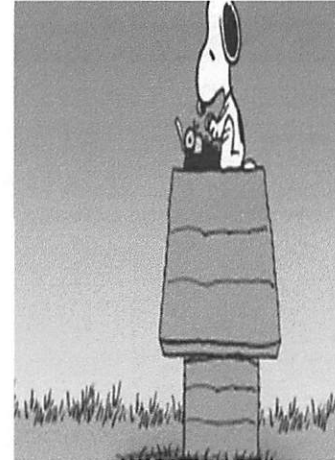
- Properly functioning central nervous system
- Intact receptive and expressive language skills
- Emotional stability
- Understanding of organization
- Understanding of "writing rules"
- Visual Spatial Awareness
- Simultaneous processing



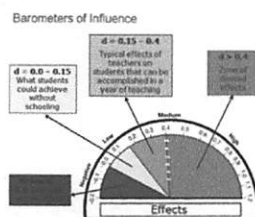
## Struggling Writers

Are not thoughtful and do not plan when they write

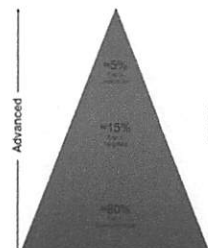
- Spend less than 1 minute planning
- Approach as a single process---content generation
- But writing lacks content
- Have difficulty accessing the knowledge they have



## Influences on Student Learning



EFFECT SIZE



Intervention

[http://www.teacherstoolbox.co.uk/T\\_effect\\_sizes.html](http://www.teacherstoolbox.co.uk/T_effect_sizes.html)

	Writing Standards 1-3	Writing Standards 4-10	Mentor Text
<b>Opinion/Argument</b>			
<b>Informational/Explanatory</b>			
<b>Narrative</b>			

## Writing Standards

### What?

Three Modes of Writing  
Located in Standards 1-3

### How?

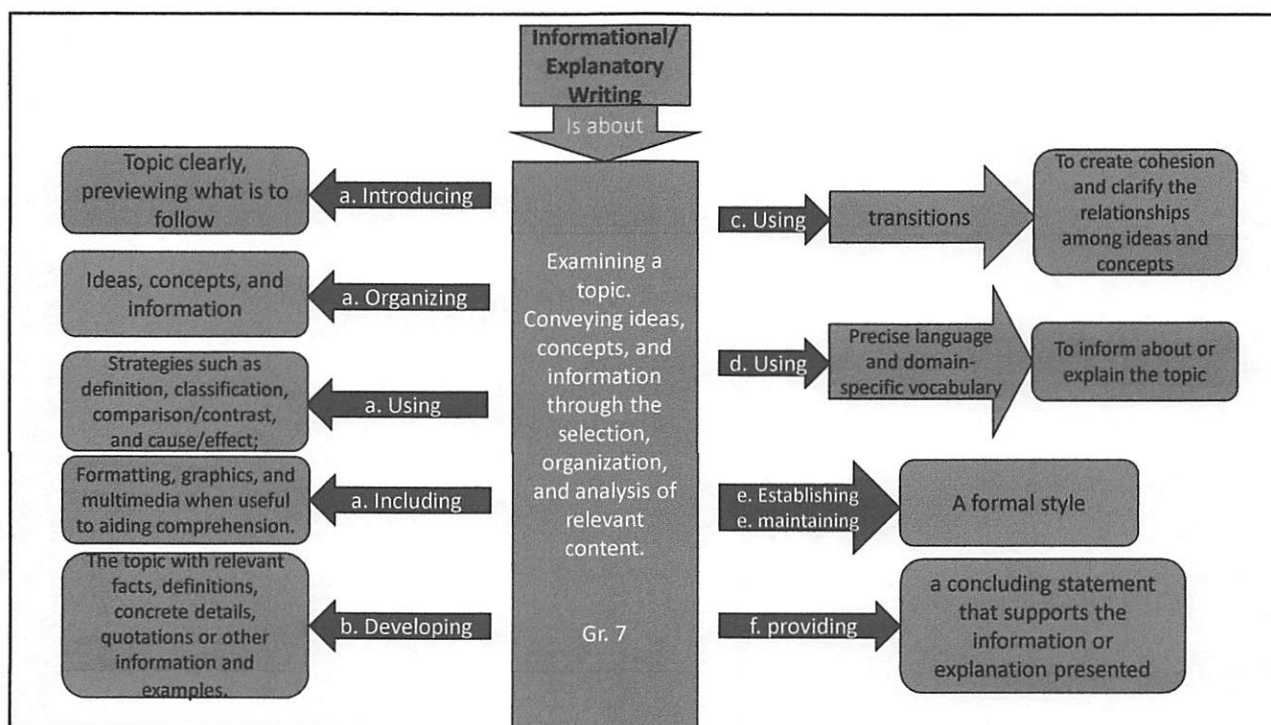
Standards 4-10  
How students should do the work of Standards 1-3

## Writing Anchor Std. 2



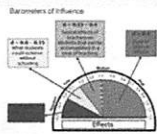
- Write  
 informative/explanatory  
 texts to examine and  
 convey complex ideas  
 and information clearly  
 and accurately through  
 the effective selection,  
 organization, and  
 analysis of content.

**What Target am  
I shooting for?**

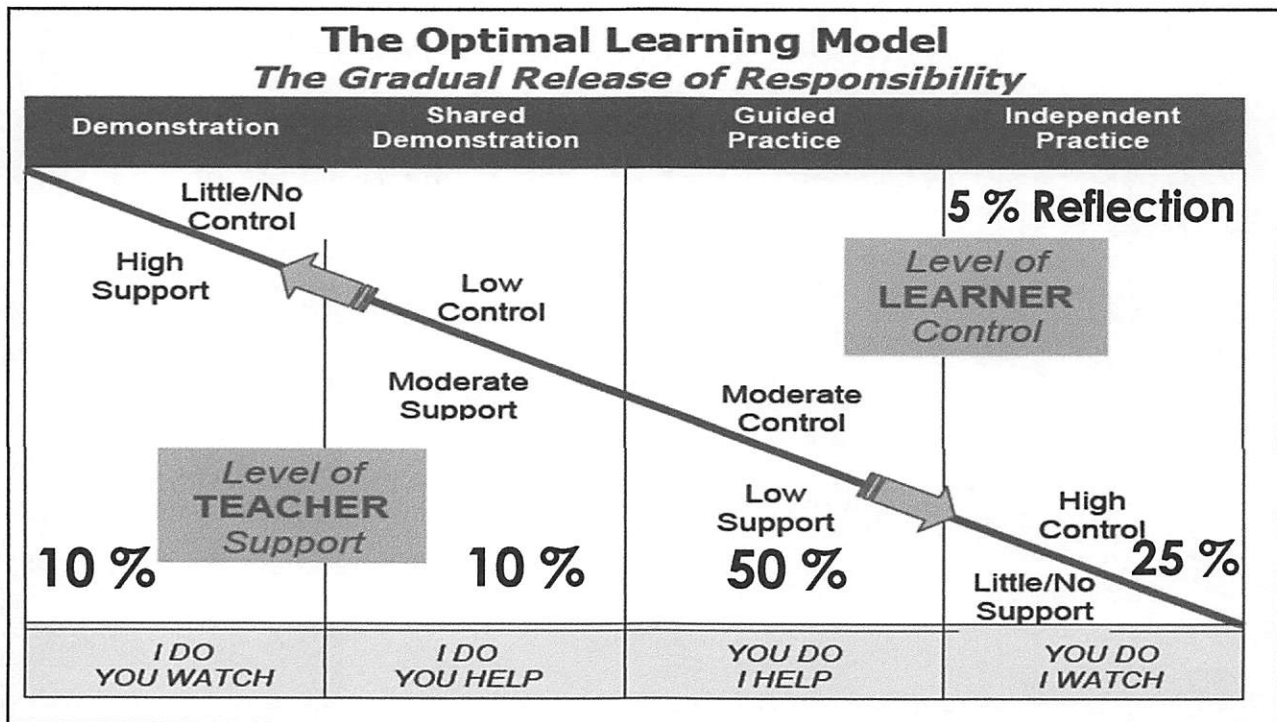


## Writing Process

Learning to write is active. The learner must do the bulk of the work. Just as in learning to swim or play the oboe, there is very little the teacher can do from the front of the room.



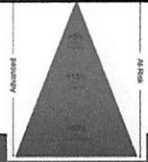
W.CCR.4



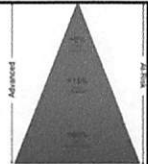
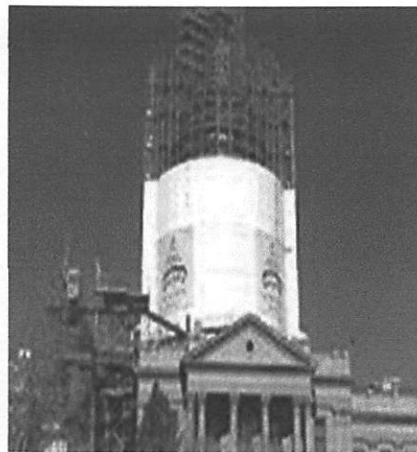


## GRASP- Prompt Dissection

Goal	I will explain .....	
Role	I am a .....	
Audience	Talking to a .....	
Situation	In this situation, I will need to remember....	
Product	I am creating a .....	



## Scaffolding



## Characteristics of a Scaffold

- It's **TEMPORARY** help to move the learner toward new concepts, understandings, and language. What is your plan to fade the scaffold?
- It teaches the learner **HOW TO DO SOMETHING** (not what to do), so they can do similar tasks independently.
- It's **FUTURE ORIENTED**. "What a learner can do with support today, he or she will be able to do alone tomorrow." Vygotsky

## Read with a Pencil in Hand

Every time students have an assigned reading, require some form of student-generated written or graphic response

- Annotating (Coding the Text)
- Sketch to Stretch
- Cornell Notes
- Stop & Jot--Chunk the reading and predetermine the places for written response to teacher prepared questions or reflections
- Chunk the reading and summarize chunks using IVF summaries.
- FSLC (Formulate, Share, Listen, Create)

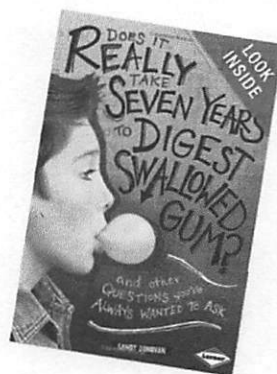
W.CCR.7



## Start with Questions

**“What are you wondering about?”**

- Start with what you don't know.
- What questions do you have?
- Let questions drive the research.
- wonderopolis



W.CCR.2; W.CCR.7; W.CCR.8; W.CCR.9

## Mentor Texts

- Student writers crave mentor texts. They find them naturally. Students tend to write in the style of whatever authors capture their imagination.... These students haven't found their own voices, so they are learning from the voices of those who have.
- “it is natural to take on someone else's style, that it's a prop you use for a while until you have to give it back. And it might lead you to the thing that's not on loan...your own voice.”

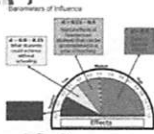
Anne Lamott

W.CCR.9

## The Power of Feedback

*"When we use assessment to meet students' informational needs while there is still time for them to take action on the information to influence the final grade, we increase student's motivation to achieve."*

Rick Stiggins



## Writing Conferences

- **Open the conversation.** *How are things going with this piece? Show me how you built your opinion. Is there something you need help with?*
- **Identify notable strengths.** *This part of your writing catches my eye because... Your introduction draws me in because... Your reason for this opinion is well developed because... This conclusion works so well because...*
- **Identify one teaching point.** *What do you think you will revise or do next from here? Can you show me how you will start? I have one thing I want you to develop and I'm going to help you get started.*
- **Send the student away with something manageable to develop.** *Let's get you started on this and then next time we meet we can talk about how it's going.*

W.CCR.4; W.CCR.5

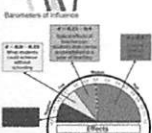


# Sentence Scaffolding

AKA

**“But my students can’t even write a sentence!”**

- Sentence Frames/Starters
- Sentence Expanding
- Sentence Combining
- Sentence Variety

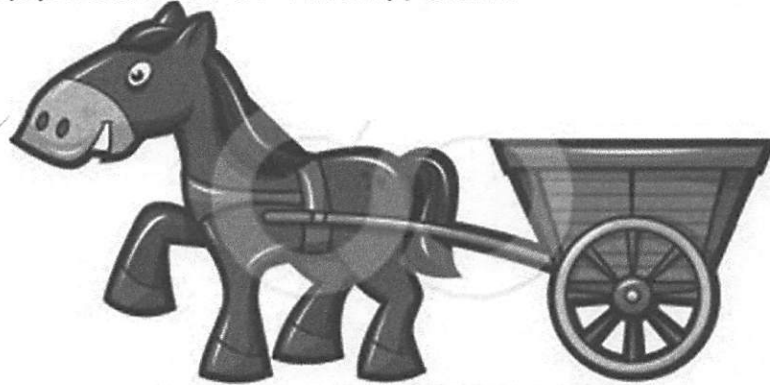


## Pacing Techniques

W.CCR.3; W.CCR.4; W.CCR.5

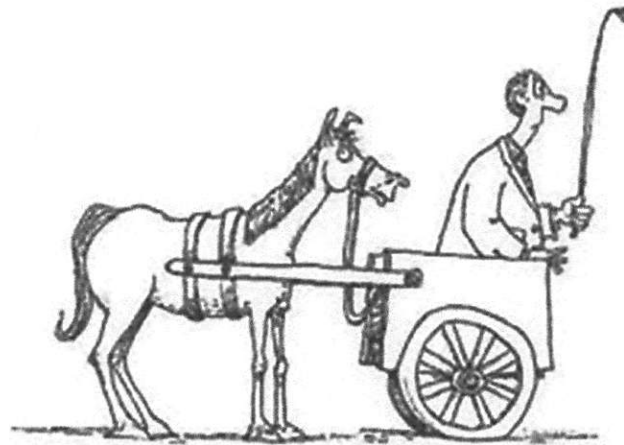
Slowing the Pace	Increasing the Pace
Provide details about the characters and setting	Be sparing with details. Focus only on what the reader needs to know.
Zoom out to broad lens rather than close-up narration.	Zoom in for close-up narration
Use dialogue that reveals information about the characters and their responses to situations.	Use brief dialogue that moves the plot forward.
Weave in some longer, descriptive sentences. Make sure to maintain balance with shorter sentences.	Use mostly short sentences. Make sure to maintain some variation in length. Try some sentence fragments.
Use longer paragraphs that include description.	Weave in some short paragraphs with only needed information.

Good writing instruction leads to authentic On-Demand practice, the application of writing skills.

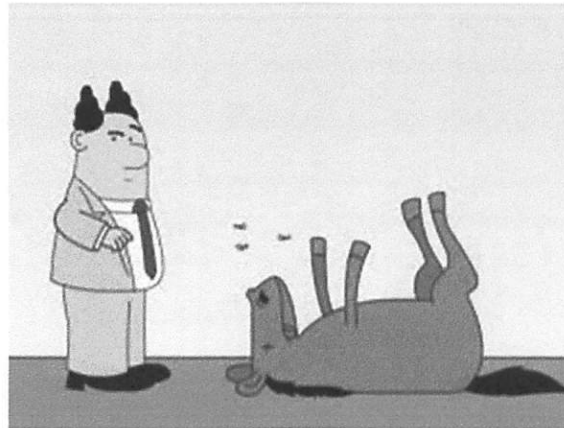


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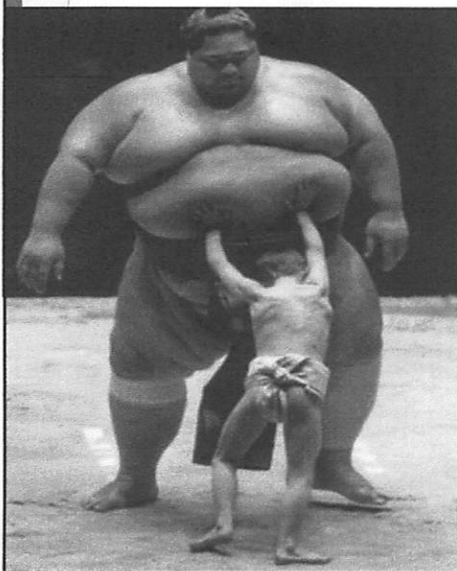
Practicing On-Demand separate from writing instruction is counter-productive and can stifle student growth as writers.



Repetitive practice without intentional instruction will lead to disappointing results and may actually KILL THE HORSE.



Do you expect your students to try hard things?



**You have to be willing to try hard things, too!**  
**What are you going to do differently this year?**

*"We have to be continually jumping off cliffs and developing our wings on the way down."*  
*Kurt Vonnegut*